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ABSTRACT

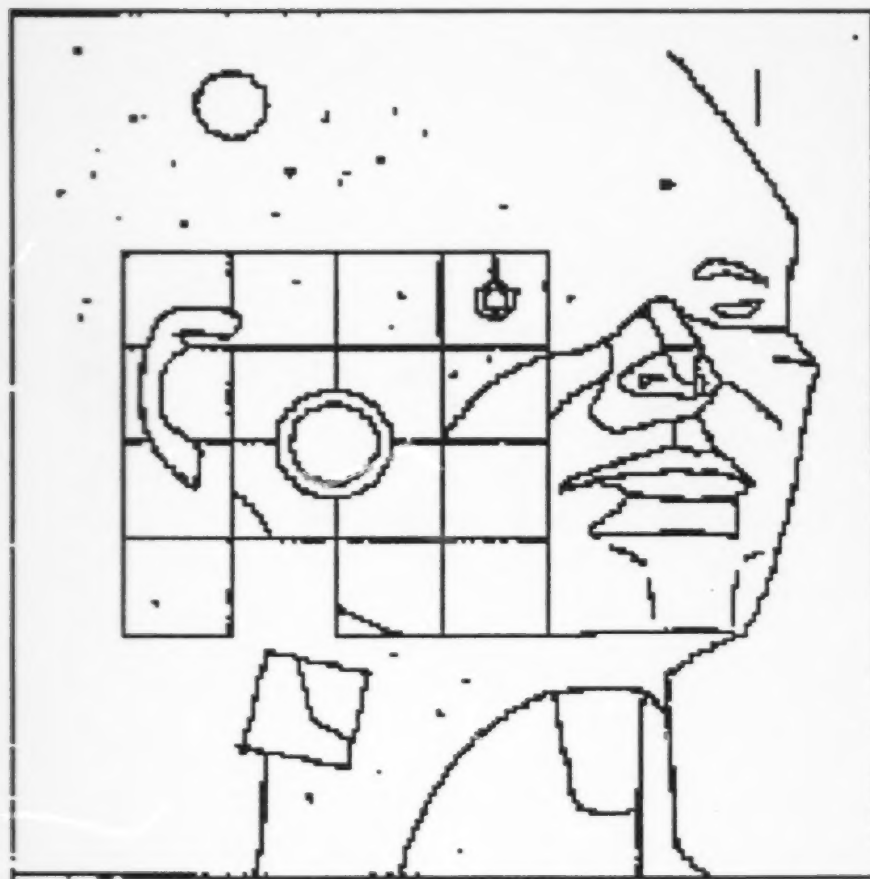
This document contains 16 lesson plans that can be used for career awareness activities in kindergarten. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit are as follows: postal careers, grocery store, school musical, "treasure chest bank" (math enrichment), health and exercise, and being a ballerina. (KC)

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ED357162

BEST PRACTICES IN CAREER DEVELOPMENT

ACTIVITIES FOR KINDERGARTEN



A Supplement to the Blueprint for Career Preparation

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**LANGUAGE ARTS
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

When I Grow Up I Want to be a Chef/Baker

MATERIALS/INFORMATION NEEDED:

Materials vary according to activity

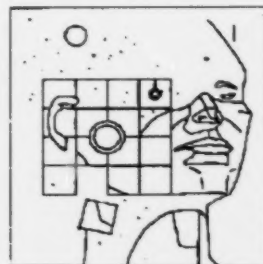
ACTIVITY:

During this activity, students will gain an increased awareness of culinary skills and how they apply to jobs in our daily lives and today's job market. Students will develop an awareness that people work to provide goods and services for themselves and others.

- a) Let students watch the videotape "Little Nino's Pizzeria" from the Reading Rainbow. Take students on a field trip to a local pizza parlor to make personal pizzas.
- b) Give students hands-on experiences with cooking equipment brought into the classroom.
- c) Read the book Pig Pig Gets a Job by David McPhail.
- d) Take students on a field trip to the school kitchen.

CONTRIBUTED BY:

Ardis Caolo, Debbie LaBarr, Kathy Robinson, Mary Pat Sheehan,
Beckie Tillman, and Leticia Washington, Lake Country Elementary
School, Highlands County



**SOCIAL STUDIES
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

Helpers in My Community

MATERIALS/INFORMATION NEEDED:

Polaroid camera

Heath Social Studies, Starting Out, p. 48-59

ACTIVITY:

Cover activities in the textbook. Photograph people actively engaged in their work in the community. Photograph people working in the school. Lead a classroom discussion on the various occupations photographed. Have students draw pictures of their "dream job" and dictate stories.

CONTRIBUTED BY:

Kindergarten Teachers, Sun 'n Lake Elementary School, Highlands County



**LANGUAGE ARTS
SOCIAL STUDIES
MATHEMATICS
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

Postal Worker Career

MATERIALS/INFORMATION NEEDED:

Letters to other students in the class that have been dictated by the students and written down by the teacher, aide, or other volunteer. Some students might want to draw pictures instead of writing. Some may use both writing and pictures.

A mailbag, designed to look like a postman's bag to carry the letters. Each student would probably like to have a mailbag of his or her own which can be made as a correlating art activity.

Mailboxes, made from cereal boxes, milk cartons, shoe boxes, storage containers, etc. Each student's name should be printed clearly on the box and each box should be numbered.

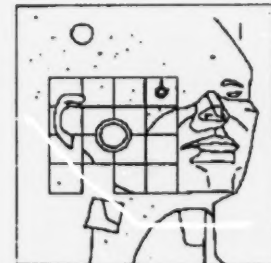
Envelopes, either purchased or student-made.

Wall chart, with each student's name and number so that students will be able to address their envelopes.

Table on which to set the prepared mailboxes.

ACTIVITY:

Talk briefly with the students about the duties and responsibilities of postal workers and the aspects of the job that would be enjoyable. Tell them that they are going to take turns being the class postal worker.



Put all the letters the children have written inside the mailbag. Select a postal worker and explain the following:

- 1) The postal worker will carry the mailbag, select a letter, read the name and number on the front of the letter, and deliver the letter to the correct mailbox.
- 2) The child who receives the letter may read it aloud and share any pictures with the class.
- 3) The postal worker then delivers another letter.
- 4) Each postal worker should be given a chance to deliver at least three letters the first time the game is played.

This can be an ongoing activity for several days with each person being the "Postal Worker" for the day. At the end of each activity, ask students to put their letters back in the envelopes and collect them so that they can be used the next day.

CONTRIBUTED BY:

Malinda Forbes, Cedar Grove Elementary, Bay County

**MATHEMATICS
SOCIAL STUDIES
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

Grocery Store

MATERIALS/INFORMATION NEEDED:

Toy shopping cart
Shelves
Cash register
Money (play and real)
Pretend bar code scanner

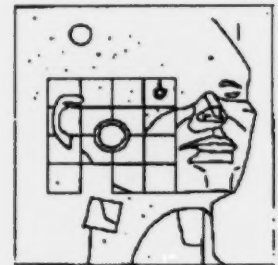
Empty food cartons
Price stickers
Aprons for clerks
Grocery bags

ACTIVITY:

Children participate in hands-on math activities including comparing sizes and shapes of packages, classifying types of groceries, counting groceries, identifying numbers on price tags, and identifying money. They take turns role-playing the parts of shoppers, grocers, sackers, and cashiers in a supermarket setting. A field trip may be planned to visit a local grocery store to tour the meat department, bakery, delicatessen, office, and check-out area.

CONTRIBUTED BY:

Vivian Burbank, Hiland Park Elementary, Bay County



**MUSIC
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

A School Musical

MATERIALS/INFORMATION NEEDED:

Use the Elementary Career Preparation Competencies to assist in the development of an original script.

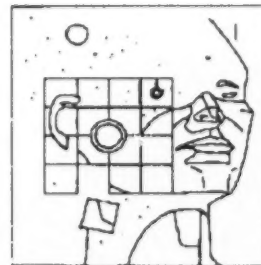
ACTIVITY:

This activity uses the theme of growing up and entering a career to create an original 45 minute musical. Backdrops are slides of career people at their work sites projected behind the students who are dancing and singing.

- a. Enlist the assistance of parents and volunteers to help with choreography, costume designs, set designs and career slide backdrops.
- b. Develop the theme and select the music to tie in with an evolving script. "Growing Up Great" was the musical title used at Keeth Elementary.
- c. Produce and present the musical.
- d. Allow students to present elements of the musical to groups in the community.

CONTRIBUTED BY:

Virginia Vrichko, Keeth Elementary School, Seminole County



**MATHEMATICS
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

Mail Carrier

MATERIALS/INFORMATION NEEDED:

Tagboard
Scissors
Envelopes

Stickers to use as stamps
Children's names and addresses
Mail pouch and hat (optional)

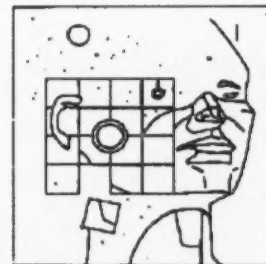
ACTIVITY:

Have children draw and color pictures of their houses on tagboard. Place the student's house number on the house. Have envelopes addressed with the child's first name and house number.

One child will role play a mail carrier by matching the numbered envelopes to houses with the same number, so as to "deliver the mail."

CONTRIBUTED BY:

Broward District Schools, Career Education Department, *"Footsteps to the Future."*



**SOCIAL STUDIES
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

Parent's Night Program

MATERIALS/INFORMATION NEEDED:

paper bags
paper plates
yarn
felt
sequins

buttons
construction paper
glue
scissors
assorted art materials

ACTIVITY:

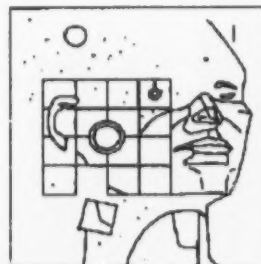
After studying a unit on community helpers, have students develop a program to be presented at an assembly or for Parent's Night.

Divide students into cooperative learning groups of 4 or 5 students each.

Have students design and made at least one costume, mask, or prop for each individual. Props should represent a community helper. After the props and costumes are completed, the children should write a class story explaining the different community helpers and what their job in the community is.

CONTRIBUTED BY:

René Jenkins, Padgett Elementary, Polk County



**MATHEMATICS
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

"From the Rainbow Treasure Chest Bank," a mini-unit for math enrichment

MATERIALS/INFORMATION NEEDED:

Activity sheets (provided)

Materials needed are listed on individual lesson sheets which follow.

Background information: To become a consumer, one must first have earning power. As a worker, we can make choices as to how our earnings may be used. We learn the value of coins and currency and use these in the economic world in the best methods to our advantage if we excel as a money keeper and spender.

In order to be a wise consumer, we must understand the marketing and production technology along with its advertising methods.

The necessities of life as well as things that are above and beyond our basic needs constitute our economic system in America. Methods by which this economic system works varies from time to time. Our decision-making as a consumer helps to influence the methods needed for success in our economy.

GLOSSARY:

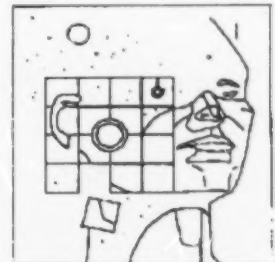
advertise to inform people of a firm's goods and services

bank a business place that stores (in checking and savings accounts), exchanges and lends money.

coin a piece of metal stamped with a design and issued in public for the use of money

cost the price of goods and services

consumer a person who buys and makes final use of goods and services



currency paper bill printed by the government to be used as money

deposit to put money in a bank account

earning power capacity for working to receive money

market any situation in which exchange takes place; where goods and services are exchanged for other goods and services, with or without the use of money

price amount of money which must be paid for goods and services

production process of combining resources to make goods and services

ACTIVITY:

The lessons that follow will help the student be able to define earning of money, banking of money, production of goods and services for use of money, and purchasing with money for consumer satisfaction.

CONTRIBUTED BY:

Shirley J. Sutherland, Wilkinson Elementary, Sarasota County

FROM THE RAINBOW TREASURE CHEST BANK

LESSON ONE

OBJECTIVE:

The student will identify *coins* and *currency* as part of *earning power*.

MATERIALS NEEDED:

Make-believe money
4 coin-storage containers

Paper doll work sheets
Large manilla envelopes

ACTIVITY:

1. Discuss earning power.
2. Demonstrate earning money for work done.
3. Explain to the students that they will have the opportunity to *earn* money for six days to be used to purchase products for a set of paper doll children. Show a finished set of paper dolls.
4. Name coins and currency using real coins and a dollar bill. Then, introduce play money to be used in the lessons in this unit.
5. List on board what can be earned and how it may be earned.

\$1.00 for a full day of excellent citizenship

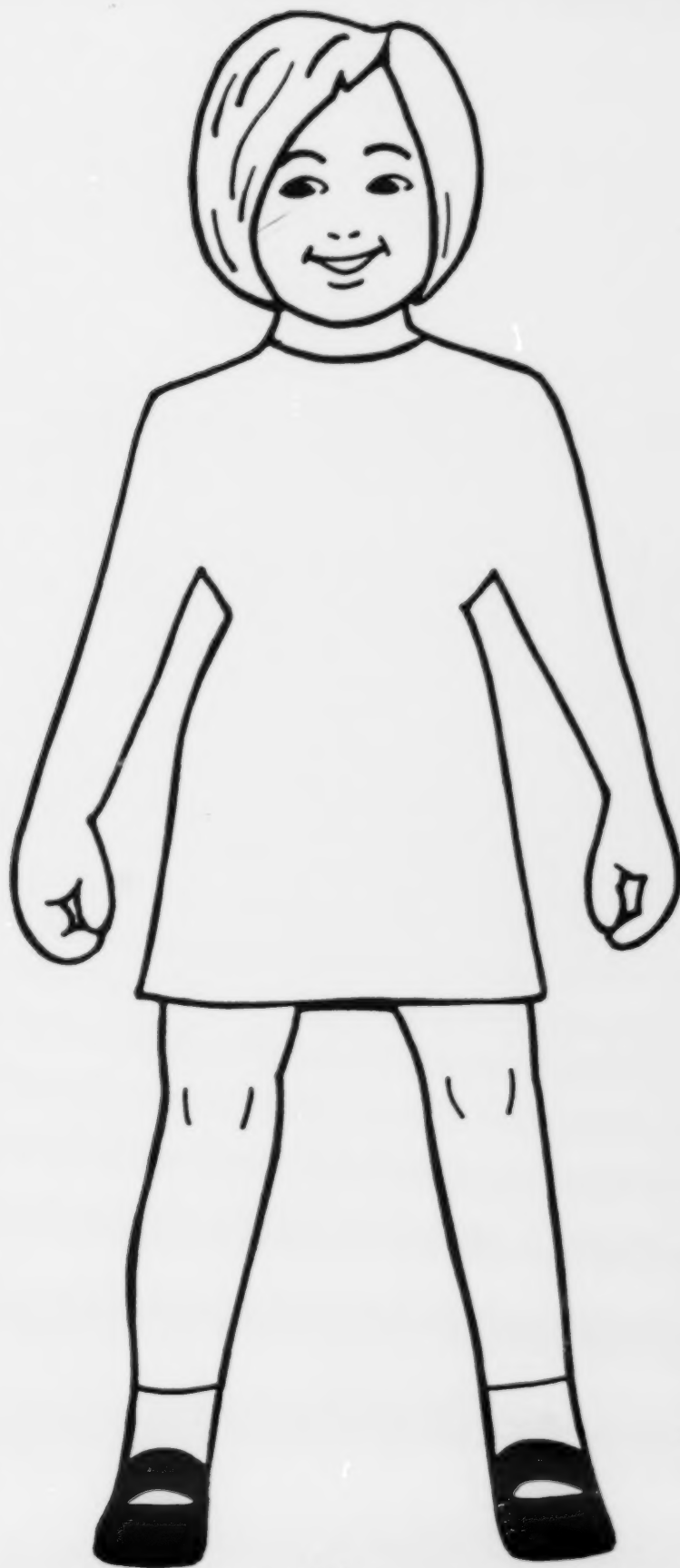
.25 for an excellent paper

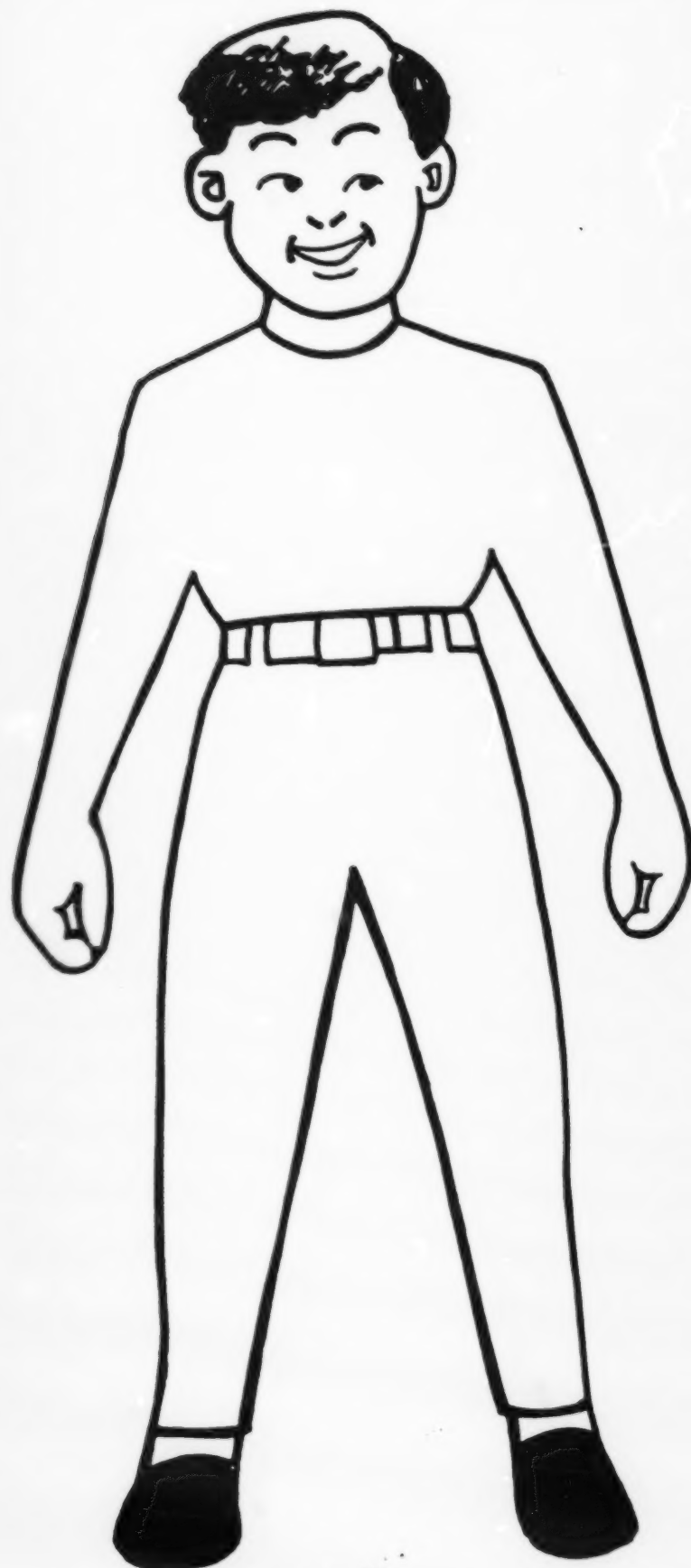
.10 for quiet work during a paper work activity

.05 for keeping work area cleaned up after each activity

.01 for doing a good deed without being asked

6. Have students color and cut out their paper doll set and place them in large manila envelopes. You may wish to have volunteers glue the dolls to light-weight cardboard.





FROM THE RAINBOW TREASURE CHEST BANK

LESSON TWO

OBJECTIVE:

The student will bank monies earned.

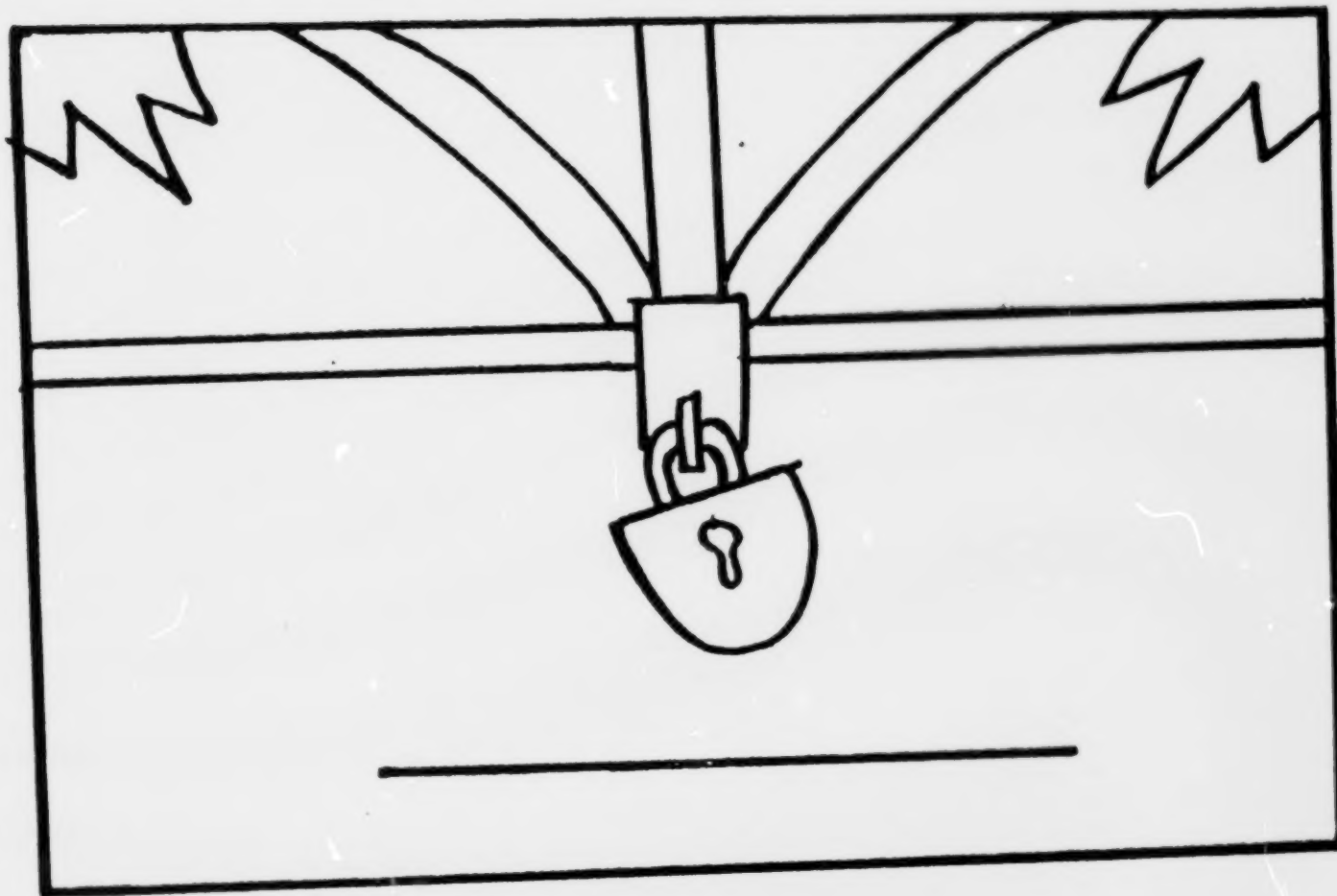
MATERIALS NEEDED:

Treasure chest work sheets	crayons
6 x 9 manilla clasp envelopes	scissors
\$1.00 play money bills	glue

ACTIVITY:

1. Discuss how monies earned must be banked for future use and safekeeping.
2. Show a completed "Treasure Chest Bank" envelope.
3. Have children color and decorate the Treasure Chest Bank worksheet. Cut out worksheet and paste on a 6 x 9 manilla envelope.
4. Give each child \$1.00 play money to put in the bank as a "special bonus" in going a good job on work. This gives students the satisfaction of having some money already in the bank.
5. Place banks in basket at each table for easy accessibility to place money inside as earned.

Treasure Chest Bank



FROM THE RAINBOW TREASURE CHEST BANK

LESSON THREE

OBJECTIVE:

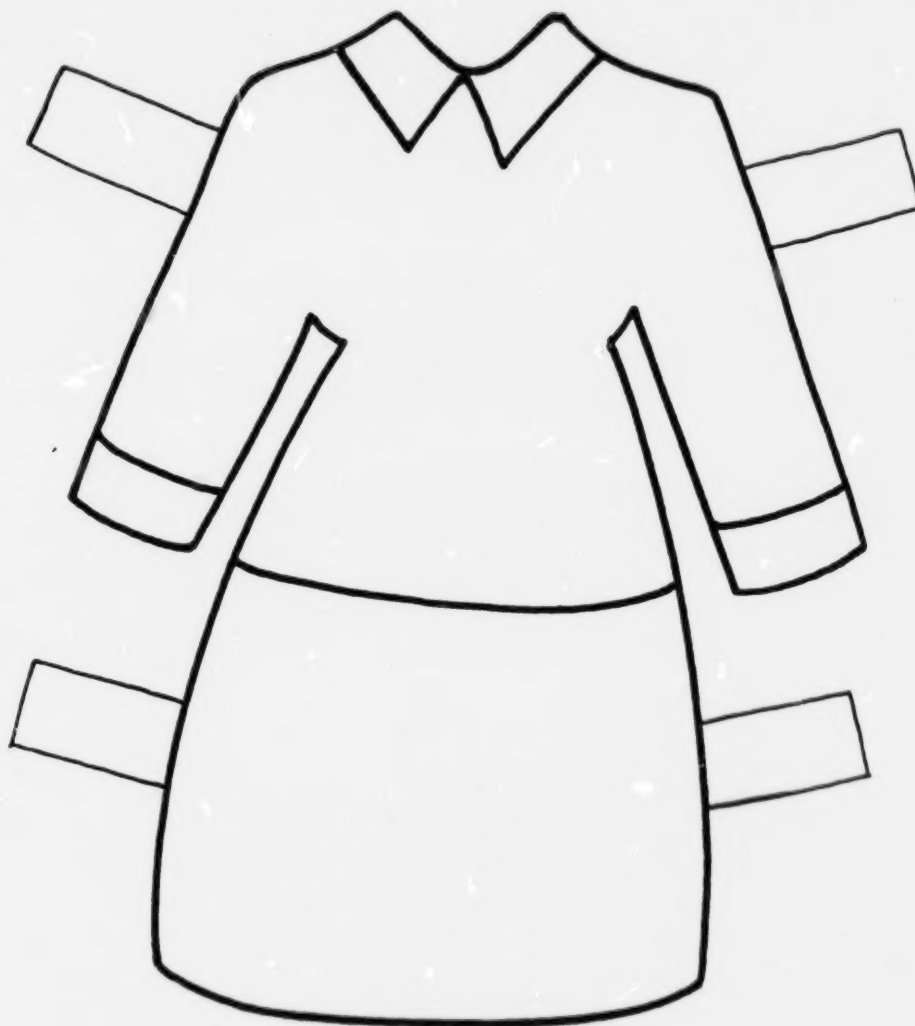
The student will define goods and services as part of production as a manufacturing company is formed.

MATERIALS NEEDED:

Paper dolls (from LESSON ONE)	Wallpaper books
Clothing patterns for dolls	Construction paper
Mimeographed clothes	Scissors
Cardboard clothing patterns	Pencils
Mini-baskets or envelopes for clothing	Glue
	Crayons

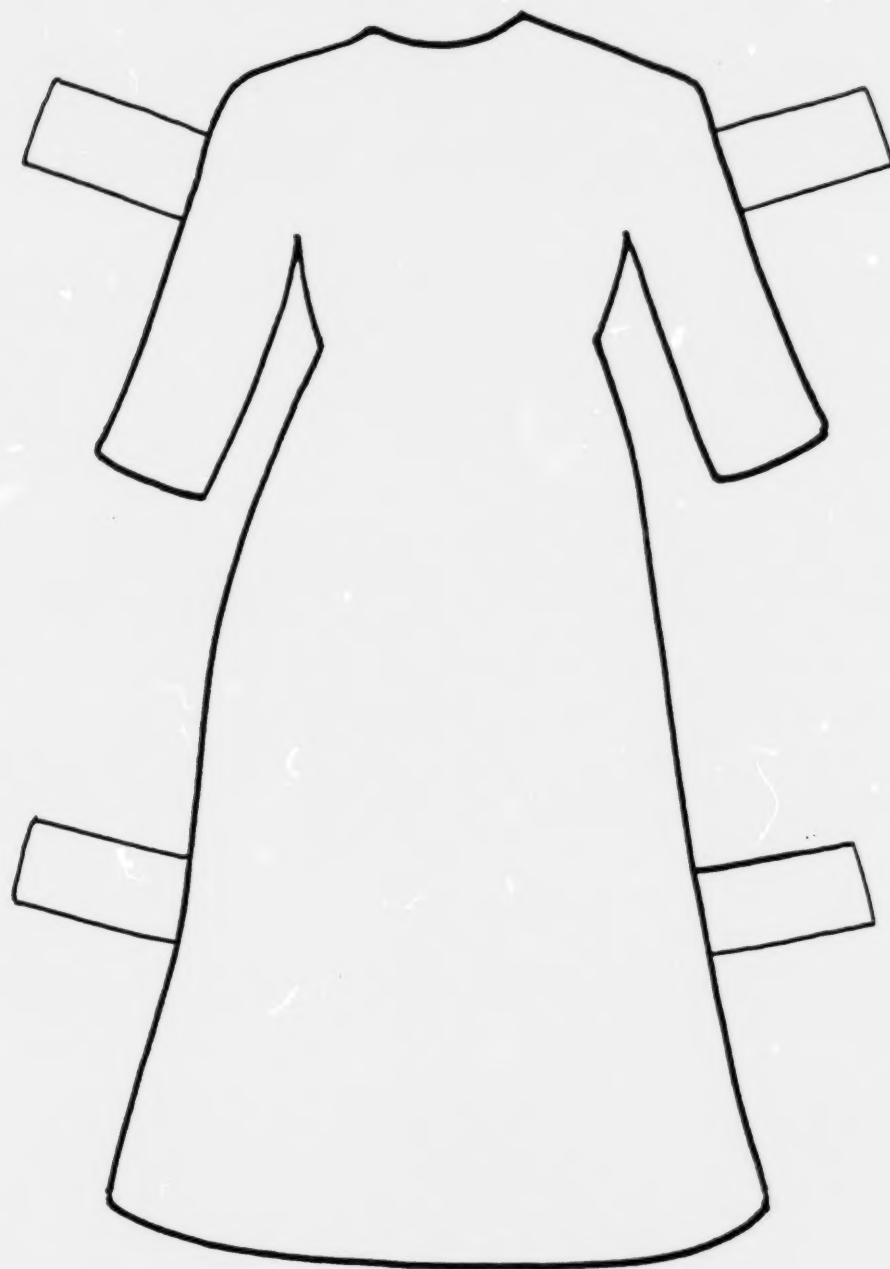
ACTIVITY:

1. Form and name a company for the sale of clothing made.
2. Discuss the types of clothing that could be manufactured (produced) for the paper dolls.
3. Have students choose materials for making clothes for the child's own paper dolls with the understanding that they will be put in mini-baskets or envelopes to be sold to someone else. Tell the children that they will have an opportunity to buy someone else's product for their paper dolls. (This is to be done in the final lesson of the unit.)
4. Have students make clothes and explain to them that the items they have made are a form of production.
5. Place produced clothes in production baskets or envelopes.
6. As a follow-up, read "The Emperor's New Clothes."



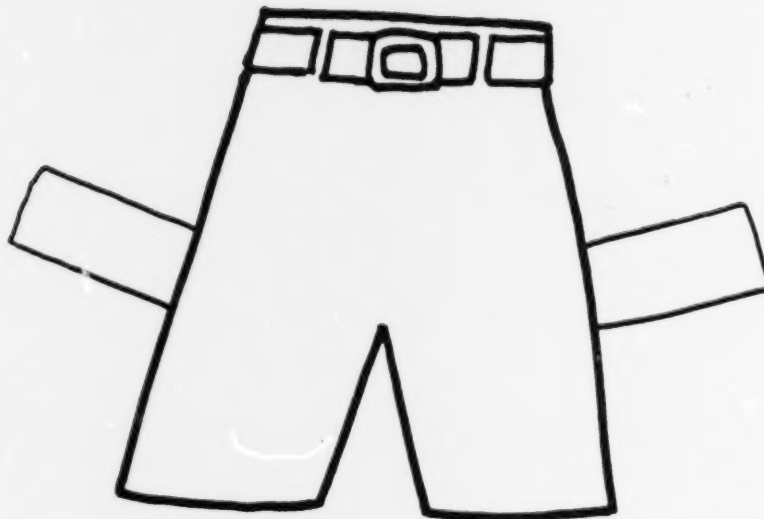
GIRL'S DRESS

Girl's Evening Gown



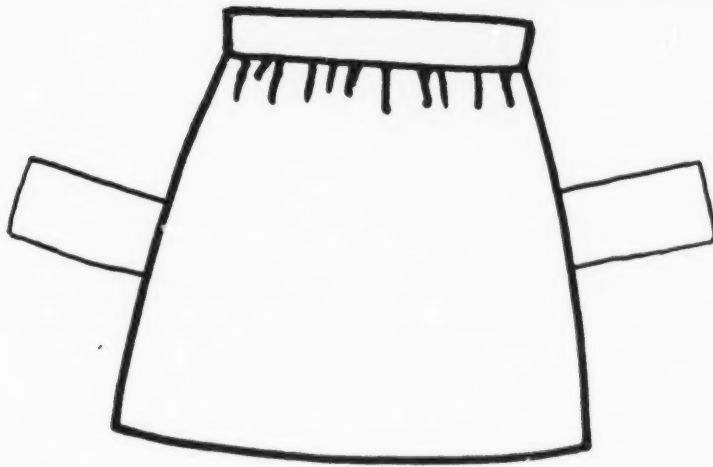


Girl's Shorts



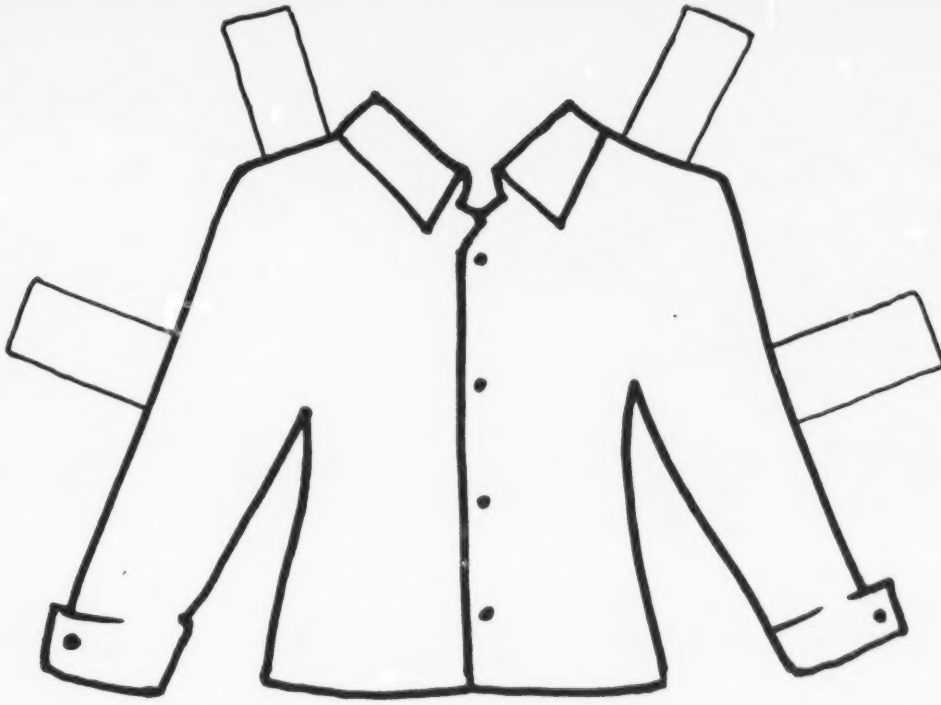
Man's Shorts

Girl's Skirt



Girl's Blouse





Man's Shirt



Man's Pants

FROM THE RAINBOW TREASURE CHEST BANK

LESSON FOUR

OBJECTIVE:

The student will determine that a company receives money for goods and services that are marketed.

MATERIALS NEEDED:

Volunteer aid
Make-believe money
Fake contract
Manufactured clothing (from LESSON THREE)

ACTIVITY:

1. Lead a discussion to determine the price for selling the items of clothing that they have produced.
2. Have students negotiate with a purchaser and make a sale.
3. Make out a purchase order (contract.) Purchaser will take items away.
4. Tell the children that some of the money has to go back to the company to be used for future production costs. Lead a discussion to determine what this amount should be.
5. As a follow-up, write an experience chart story. Children may copy the story from the chart.

FROM THE RAINBOW TREASURE CHEST BANK

LESSON FIVE

OBJECTIVE:

The student will price items for a store to advertise and sell clothing items.

MATERIALS NEEDED:

Tags
String
Tape
Crayons
Markers

Paper doll clothing
Volunteer aid
Newspaper ad for clothing

ACTIVITY:

1. Children should determine the cost to be placed on each type of clothing using \$1.00, 25¢, 10¢, 5¢ and 1¢.
2. Write price of each set of garments on tags. You may want to use volunteer help.
3. Regroup for discussion: What does advertise mean? Show an advertisement in newspaper for clothes. Suggest placing items on bulletin board so that consumers can look them over for purchasing.
4. Have students draw pictures to illustrate an advertisement.

FROM THE RAINBOW TREASURE CHEST BANK

LESSON SIX

OBJECTIVE:

The student will understand the concept of buying items as a purchasing price for goods and services.

MATERIALS NEEDED:

Treasure chest banks containing money earned throughout the unit
Paper dolls
Paper doll clothing
Volunteer help
Large envelopes

ACTIVITY:

1. Tell the children that they now are becoming consumers in a store with money to purchase clothing for their paper doll set. Remind them not to purchase the clothes they have made.
2. Have students purchase clothing from volunteer help who are acting as sales clerks, using the monies earned and banked.
3. Allow children to discuss their transactions and place dolls and clothes in a large envelope.

**LANGUAGE ARTS
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

Health and Exercise

MATERIALS/INFORMATION NEEDED:

Exercise Expert
Stage
Records/Tapes and Player

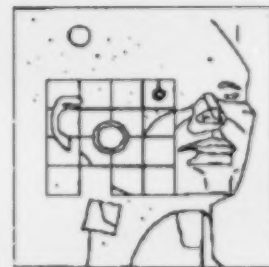
ACTIVITY:

This activity is a culmination of "Ee" week. During this week, students will have learned to recognize and write the letter *E* and *e* along with its sounds. All art activities, songs, poems, cooking and stories revolve around the "letter of the week." During this activity, children will be exposed to the importance of health and become aware of career possibilities in the field of exercise/fitness.

Assemble all students in a room with a stage. The exercise expert, dressed in exercise attire, will greet the students and speak briefly on the importance of nutrition and exercise. The role the expert plays in physical fitness, how people are taught how to exercise, and how the expert teaches people to take care of their bodies should be included in the talk. Next, three teachers will appear on stage in sweat suits stuffed with clothing to represent their appearance before exercise. The students will be taught two exercise routines to popular songs, and the "fat" exercisers will become "fit" as they exercise. A brief follow-up discussion will succeed the activity.

CONTRIBUTED BY:

Pam Clampfer, Rock Crusher Elementary, Citrus County



**LANGUAGE ARTS
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

Being a Ballerina

MATERIALS/INFORMATION NEEDED:

Stage
Records
Ballerina

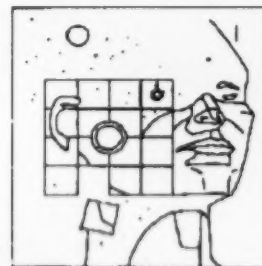
ACTIVITY:

This activity is a culmination of "Bb" week. During this week, students will have learned to recognize and learn to write the letter *B* and *b* along with its sounds. All art activities, songs, poems, cooking, and stories revolve around the "letter of the week." During this activity, children will be exposed to the career of ballerina.

The students will go to the auditorium and listen to a prepared speech by a ballerina who runs a dance school. She will tell them all about becoming a ballerina. Students will participate in exercises and take turns on stage in a dance.

CONTRIBUTED BY:

Kristen Dickey, Rock Crusher Elementary, Citrus County



**INTEGRATED UNIT
KINDERGARTEN**

**BEST PRACTICES
IN CAREER DEVELOPMENT**

TOPIC:

"Me" Hats

MATERIALS/INFORMATION NEEDED:

Magazines
Glue

Decorative materials
18" x 24" newsprint

ACTIVITY:

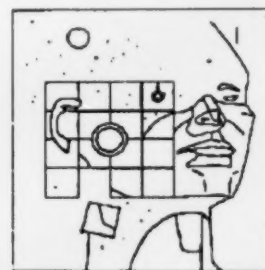
Give each student a piece of newsprint and have the class, under your direction, fold the paper into a triangular hat.

Give each student a magazine, scissors, and glue. On one side of the hat have students paste things cut from their magazines or drawings which they LIKE. Have students do the same thing for the other side only this time using things they DO NOT LIKE.

Have the students pair off and compare hats. Have them try to identify at least one thing they both like or dislike. After five minutes, have one pair join another pair and compare again. When the whole group comes together again, discuss how likes and dislikes can affect career choices.

CONTRIBUTED BY:

"Classroom Career Capers," The School Board of Seminole County, Florida





State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

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